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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** numbers | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  **Visual**  Kinaesthetic  Auditive | **Style**  Prior Knowledge  Mastery  **Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **XFormative** Summative | | | |
| **Visual-Spatial**  Verbal-Linguistic  Kinaesthetic  **Logical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  **X** **Observation**  Performance Assessment  Process-focused  **Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  XChecklist  **Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**  ☑ Last formative of identifying numbers 10 to 30 (stations 2 with teacher)  Heinemann 1 workbook 7/ addition to 10 (Independent station 2)  Number stories (station 2 with teacher) (Animals) | | | | | | **Skills:** Counting Skills | | | | | |
| **Materials:** Concrete material for identifying numbers and number stories | | | | | | **Grouping**  **X Individual**  Pairs  X Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date:** Week 23 | | | **Time:** 25’ | | |
| **Description** | | | | | | | | | | | |
| **Opening:**  Divide the whole group in small groups and explain the instructions, | | | | | | | | | | | |
| **Main Activity:**  \*The teacher will provided one set with numbers from 10 to 30, and they have to organize them in order, continuing the sequence, after that children have to place concrete material to the respective quantity. While this the teachers will go around asking each child to show ….. number (identify numbers) (have checklist to register) (have in mind to do stations according to different stages)  \*Tell the children that you are going to continue making number story with the combination. For example, “we will use 2+4=6”. Ask the chn “How many animals? How many cows?” START BY MODELING THE STORY; you all are going to help me telling a story by giving me ideas. To Start Out, once upon a time there was.. a farmer who had many animals. And ask “How many cows, horse, chicks in all? In total? So she/he has 6 or 7 in all. What did we do to know what the total is? Did we add?” Take an index card and ask the chn: “What shall we draw on the card to represent this part of the story? What page of the story is this? Did we add? So what’s the equation?” and draw and write as they tell you (3+2=5).Have in mind if you did already number stories (adding) this time you can do it with subtraction (-) | | | | | | | | | | | |
| **Closing:**  Try to make numbers game in circle time every day! | | | | | | | | | | | |